# Tishomingo County School District's Dropout Prevention Plan
# 2015-16 School Year
# Superintendent: Christie Holly

### *"Together We Can Succeed"*

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## District Schools

Belmont School K-12
Burnsville Elementary School K-8th
Iuka Elementary School K-4th
Iuka Middle School 5Th-8th

Tishomingo County Career and Technical Center
Tishomingo County High School 9th-12th
Tishomingo Elementary School K-8th

*The TCSD Dropout Prevention Plan is a working document subject to change so that the school district may meet the needs of each and every student, remain flexible, and vigilant in providing diligent support for students.  Upon request a current plan containing any revisions or changes may be provided at any time.*

# Three-Year District Dropout Prevention Goals (2014-2017)
### *(Currently in year two of three-year plan)*

Increase the district's high school graduation rate to 85 percent.
Decrease the dropout rate to less than 5 percent.
Increase the average daily attendance to 95 percent.
Reduce the number of students retained in grades K-12 by 50 percent.

# Needs Assessment

Targeted Groups          Elementary (K-4)- Truancy, math skills, reading skills, at-risk behaviors
                         Middle School (5-8) Truancy, math skills, reading skills, at-risk behaviors
                         High School (9-12) Truancy, math skills, reading skills, at-risk behaviors

Data Collection Methods  Faculty and staff input
                         SAMs7 Reports
                         MSIS Reports
                         Student Surveys
                         STAR Early Literacy/STAR Math/STAR Reading (K-8)

Prioritized list of Needs  Reading skills deficiencies
                           Math skills deficiencies
                           Attendance issues
                           high school repeaters

# Current Dropout Prevention Strategies

| Strategies | Elementary School | Middle School | High School |
|---|:---:|:---:|:---:|
| Parental involvement will be a focus utilizing several initiatives to maintain communication concerning all student's academic performance including annual parent open house meetings, automated call system to inform parents of absences and special events, Active Parent system where parents can view students grades and attendance online, and documented teacher correspondence including letters, phone calls, or electronic communications. | X | X | X |
| Students with low academic performance are identified early through baseline assessments such as but not limited to Star Reading and Star Math. | X | X | – |
| Teacher Support Teams (TST) consisting of a low performing student's classroom teacher plus a committee of teachers and administrators create an action plan including research based interventions to improve student learning such as but not limited to small group, additional one on one time, additional assessments for progress monitoring, and regular reviews to adjust interventions. | X | X | X |
| Intervention Specialists will work with identified students utilizing specific and research based strategies to increase student achievement and create a documented pathway for the student to achieve grade level expectations. | X | X | – |
| Transitional dissemination of TST materials by packets for students who transfer between schools in district. | X | X | X |
| Resources collected and provided for economically disadvantaged students such as but not limited to school supplies, field trip costs, and project materials. | X | X | X |
| Grade recovery/Credit Recovery Policy ensures students have the opportunity through a variety of options including new or revised assignments, online curriculum, and/or individual instruction plans to remediate objectives covered but not mastered and receive passing grades for assignments they struggled with originally. | X | X | X |
| School counselors, career counselors, and Region IV counselors are given space and time to coordinate resources and to meet with students concerning their academic, emotional and social needs. | X | X | X |
| ELL coordinators to work with Limited English learners and to assist regular classroom teachers devise strategies and assignments to meet the needs of English language learners. | X | X | X |
| Use of technology to keep students engaged and provide new mediums for greater academic achievement by providing iPad carts and MacBook carts for use in the classroom along with specific | X | X | X |

| | | | |
|---|---|---|---|
| apps and programs purchased to advance student performance such as but not limited to Compass Learning's Odyssey Program. | | | |
| Active relationship with the attendance officer and the youth court to increase student attendance through positive measures and incentives. | **X** | **X** | **X** |
| Dual enrollment/dual credit articulation agreement with Northeast Community College enabling students to earn college credit while meeting the requirements for high school graduation. | – | – | X |
| Transitional Placement Program enable students who have not been enrolled in school to transition to a regular academic setting in an alternative education placement to acclimate to school culture and to assess students; academic, social, and emotional needs. | – | X | X |
| Attendance Rewards Program(s) where each school outlines attendance goals for students, classes, grades, and school-wide where students can earn recognition and rewards for good perfect and/or good attendance. | X | X | X |
| Resource Officers throughout the district to create a greater sense of security for students, to develop and provide instructional programs including but not limited to drug-use, attendance, safety, and positive school-related attitudes. | X | X | X |
| Alternative Education School Program provides students with a focused educational setting that meets all students' least restrictive environment requirements to assist students with academic growth, appropriate school culture, positive peer relationships, appropriate student-faculty interaction, and provide a timely transition back to the regularly education setting. | – | X | X |